

# Dyspraxia Fact Sheet



Dyspraxia is a neurological difference which affects the processing of information and the transmission of messages in the brain. It impacts on the organisation, sequencing and fluency of language, thoughts, and movements, so it takes far longer for these to become automatic.

It is a specific learning difficulty and is not linked to the general level of intelligence of the person who has it.

People who have dyspraxia may have difficulties in some or all of the following areas:

- balance
- co-ordination
- dressing and using cutlery
- following instructions
- organisation, short term memory and multi-tasking
- speaking and listening
- fine-motor skills, including handwriting
- social skills and friendships

Dyspraxia often exists alongside other related conditions, including autistic spectrum disorders/conditions (ASD/ASC), attention deficit disorders (ADHD/ADD) and dyspraxia.

Good practice when teaching or supporting students with dyspraxia:

- Have spare equipment available to lend each lesson, for example if the student has lost or forgotten their pen, paper for notes etc.
- Give guidelines for organising work, e.g. use of checklists, highlighters, file/folder organisation and structure etc.
- Give guidelines for organising time, e.g. breaking work down into smaller sections with shorter-term deadlines to avoid impossible last-minute catch ups.
- Break tasks down into smaller chunks and give instructions one at a time – the student may struggle to break tasks down themselves and to prioritise tasks. They may get overwhelmed when faced with a long list, so give them one instruction at a time.
- Provide core notes of work covered in class. This relieves the student of the pressure to note everything down. Share any materials/slides used in a place that is accessible.
- Make resources available electronically and ensure the student knows how to access them. This avoids the problem of lost handouts.
- Encourage the student to email work to you or upload it to Teams/Moodle. If they do this as soon as they complete the work, it avoids it being lost or forgotten.
- Facilitate and encourage the use of a laptop or tablet for making notes in class.
- Encourage the use of a planner or phone for organisation of timetable and workload and be flexible if the student has alternative methods that work for them.
- Be positive – the student may have low self-esteem through having struggled throughout their education.
- Be aware of assistive technologies and how these can support the student.
- If a student is avoiding doing a piece of work, try to work out what the real issue is and discuss strategies for overcoming it.

